

STATE NORMAL
SCHOOL FITCHBURG
MASSACHUSETTS



CATALOGUE AND CIRCULAR
SEVENTH YEAR 1901-1902



NEW STATE NORMAL SCHOOL - FITCHBURG.





STATE NORMAL SCHOOL

(INCLUDING MODEL AND
PRACTICE SCHOOLS) . . .

FITCHBURG, MASS.



CATALOGUE AND CIRCULAR

FOR THE YEAR ENDING
JUNE TWENTY-FIFTH
NINETEEN HUNDRED
AND TWO. . .

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State Board of Education, 1902.

EX OFFICIO.

His Excellency W. MURRAY CRANE, Governor.

His Honor JOHN L. BATES, Lieutenant-Governor.

BY APPOINTMENT.

Term expires.

ALICE FREEMAN PALMER,	Cambridge,	May 25, 1902.
JOEL D. MILLER, A.M.,	Leominster,	May 25, 1903.
KATE GANNETT WELLS,	Boston,	May 25, 1904.
CLINTON Q. RICHMOND,	North Adams.	May 25, 1905.
GEORGE I. ALDRICH, A.M.,	Brookline,	May 25, 1906.
ELMER H. CAPEN, D.D.,	Somerville,	May 25, 1907.
ELIJAH B. STODDARD, A.M.,	Worcester,	May 25, 1908.
GEORGE H. CONLEY, A.M.,	Boston,	May 25, 1909.

Secretary.

FRANK A. HILL, Litt. D.,	Cambridge.
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Clerk and Treasurer.

C. B. TILLINGHAST, A.M.,	Boston.
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Agents.

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GRENVILLE T. FLETCHER, A.M.,	Northampton.
HENRY T. BAILEY,	North Scituate.
JAMES W. MacDONALD, A.M.,	Stoneham.
L. WALTER SARGENT, ASSISTANT,	Boston.

Board of Visitors.

HON. JOEL D. MILLER,

ALICE FREEMAN PALMER.

EDGERLY MODEL AND PRACTICE SCHOOL.



Instructors.

NORMAL SCHOOL.

JOHN G. THOMPSON, Principal, . . . Pedagogy.

EDWIN A. KIRKPATRICK,	. . .	Psychology and Child Study.
PRESTON SMITH,	. . .	Natural Science.
JOSEPH T. WHITNEY,	. . .	Manual Training.
FLORA E. KENDALL,	. . .	English.
HELEN M. HUMPHREY,	. . .	Mathematics.
ANNETTE J. WARNER,	. . .	Drawing.
ABBY P. CHURCHILL,	. . .	Nature Study.
ELIZABETH D. PERRY,	. . .	Music and Physical Culture.
FLORENCE M. MILLER,	. . .	History.
NELLIE B. ALLEN,	. . .	Geography.
FLORENCE E. SCOTT,	. . .	Kindergarten.

PRACTICE AND MODEL SCHOOLS.

CHARLES S. ALEXANDER, . . . Principal.

The teachers in the Normal School supervise the teaching of their respective subjects in the Model and Practice Schools.

PRACTICE SCHOOLS.

CHARLES S. ALEXANDER,	. . .	Supervisor in Grammar Grades.
MATILDA B. DOLAND,	. . .	Supervisor in Grammar Grades.
MATTIE A. COLE,	. . .	Supervisor in Primary Grades.
MARY I. CHAPIN,	. . .	Supervisor in Primary Grades.

MODEL SCHOOLS.

L. FRANCES JONES,	. . .	Grade I.
IDA M. AUSTIN,	. . .	Grade II.
MARY McCONNELL,	. . .	Grades III. and IV.
MARGARET M. SLATTERY,	. . .	Grades V. and VI.
ANNIE K. KIRBY,	. . .	Grades VII. and VIII.
MATILDA B. DOLAND,	. . .	Grade IX.
MARY L. MERRILL,	. . .	Ungraded.
BLANCHE L. RUSSELL,	. . .	Ungraded.

KINDERGARTEN.

FLORENCE E. SCOTT,	. . .	Principal.
GEORGIANA H. JUBB,	. . .	Assistant.

MAUD A. GOODFELLOW, . . . Clerk.

CALENDAR.

Vacations and Holidays are marked by Light-face Figures; School Days are marked by Full-face Figures.

... 1902 ...

JULY.

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AUGUST.

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SEPTEMBER.

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OCTOBER.

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DECEMBER.

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JANUARY.

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FEBRUARY.

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APRIL.

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MAY.

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JUNE.

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CALENDAR.

(See opposite page.)

EIGHTH SCHOOL YEAR.

1902. June 25, Wednesday, Public Graduation.
June 26 and 27, Thursday and Friday, . . First entrance examination.
September 9 and 10, Tuesday and Wednesday, } Second entrance examination.
September 11, Thursday, School year begins for entering classes.
September 2, Tuesday, School year begins for all others.
Model and Practice Schools open.
November 27, 28 and 29, Thursday, Friday and Saturday, } Thanksgiving recess.
December 12, Friday, Fall term ends.

CHRISTMAS VACATION, TWO WEEKS.

- December 30, Tuesday, Term begins.
1903. February 20, Friday, Term ends.

WINTER VACATION, ONE WEEK.

- March 3, Tuesday, Term begins.
April 24, Friday, Term ends.

SPRING VACATION, ONE WEEK.

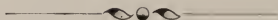
- May 5, Tuesday, Spring term begins.
May 30, Saturday, Memorial day.
June 24, Wednesday, Public graduation.
June 25 and 26, Thursday and Friday, . . First entrance examination.

SUMMER VACATION, TEN WEEKS.

- September 8 and 9, Tuesday and Wednesday, } Second entrance examination.
September 10, Thursday, School year begins.

The weekly holiday of the school is on Monday, except the weeks preceding the Thanksgiving recess, the Christmas, Winter and Spring vacations, when there is a session on Monday and none on Saturday. The model schools conform to the practice of other public schools in Fitchburg and have their holiday on Saturday. The hours are from 9 A.M. to 12 M. and from 1.45 P.M. to 3.45 P.M. Entrance examinations begin at 9 A.M.

State Normal School at Fitchburg.



HISTORICAL SKETCH.

IN pursuance of a resolve of the Legislature of Massachusetts, this school was opened in temporary quarters in July, 1895. The school was moved into its present quarters in December, 1896. Seven classes have been admitted, a total of 367 pupils, representing seven states and seventy-six towns and cities. One hundred and six of this number have had experience in teaching, in several cases an experience of five or more years. Five classes (one hundred and forty-eight pupils) have been graduated. Of these one hundred and forty-eight, thirty-three have completed the advanced course, one the kindergarten course, and twenty-six others are remaining to take further work at the school in the advanced course. The demand upon the school for teachers has been much greater than the supply, so that even those who have failed to meet the requirements in actual teaching in the practice school, and have therefore failed of graduation, have not had difficulty in obtaining positions as teachers.

LOCATION.

Fitchburg, one of the most rapidly growing and enterprising cities of Massachusetts, had in 1900 a population of 32,531. It is readily reached by railroad from any point in the New England States, situated as it is on the Boston and Maine Railroad, one of the two trunk lines crossing Massachusetts, and at the terminus of the northern division of the New York, New Haven & Hartford Railroad. An almost inexhaustible supply of pure water and its excellent system of sewers and drainage, combined with its naturally healthful situation, make it one of the most desirable cities for

THE DRAWING HALL.



residence in the State. Its large and well-selected public library and its fine art museum, together in the beautiful Wallace Building, afford unusual advantages for special work.

BUILDINGS AND GROUNDS.

Normal School.

The Normal School proper has been erected and furnished by the Commonwealth of Massachusetts at a cost of about \$175,000. It is situated within ten minutes' walk of the union station, upon an elevation reached by a gentle grade. Electric cars connect the school with all parts of the city and with the neighboring towns. Students are carried at half fare. The situation of the school, although very easy of access by a scarcely perceptible incline, gives an extended and beautiful view in nearly every direction, showing Pearl hill on the north, Woods hill on the west, Mount Wachusett on the south and Lunenburg hills and meadows on the east.

The school is thoroughly equipped in all departments, — library, science, nature study, manual training, drawing, photography, gymnasium, lunch room, etc.

The grounds, about five and a half acres in extent, afford ample opportunity for lawn tennis, croquet and other out-door exercises.

New Model and Practice School Building.

The new model and practice school building, authorized by the Legislature in 1899, and for which the State appropriated \$27,500 and the city of Fitchburg \$20,000, was opened Jan. 1, 1901. The building, of brick and granite, is 70 by 110 feet. It contains a sub-basement, in which are placed the heating plant and store rooms; a basement, the front part of which is entirely above ground, in which are an office, rooms for the kindergarten and sub-primary, play rooms and lavatories; the first floor on which are five school rooms, cloak rooms, a teachers' room and lavatory; the second floor, on which are five school rooms with cloak rooms; and an attic third floor which, when finished, can be used for an assembly hall.

The building is well lighted and the corridors in each story are large enough to allow an entire school to be taken there for free gymnastics. It is heated by the fan system, supplemented by direct radiation. The style of the building is in keeping with that of the Normal School building. It is located on the Normal School grounds, just in the rear of the Normal School building, and is convenient to classes observing and studying the work of the different grades.

Besides this building, there are the Highland avenue and Day street schools, furnished by the city of Fitchburg and used for model and practice schools.

MODEL SCHOOLS.

These are schools for observation, taught by the best teachers that diligent search and large salaries have been able to procure. They include the kindergarten and the nine grades below the high school.

PRACTICE SCHOOLS.

Elementary Course.

These include all grades, from beginners, grade one, through grade eight. Each pupil of the normal school, at some time during her course, is in charge of one of these rooms for about fourteen weeks.

Advanced Course.

By arrangement with the city of Fitchburg and with the town of Leominster, pupils taking this course teach a year in one of the town schools, at a salary of eight dollars per week, at the same time taking Saturday work at the normal school. This practice is in addition to the practice required in the two years' course. At the close of their teaching, these pupils return to the normal school for a year of study.

College Course.

This course is now so arranged that the students teach forenoons in the High School at Leominster and have work at the Normal School in the afternoons.

Supervision.

The practice schools are in charge of a principal and eleven supervisors. Over seven hundred pupils have been in attendance in the model and practice schools during the past year.

COURSES OF STUDY.

This school offers five courses, — a general two years' course, or elementary course, an advanced course of four years, a kindergarten course, a special course of one year for experienced teachers, and a special course of one year for college graduates.

The Elementary Course.

This course is designed primarily for those who aim to teach in public schools below the high school grade, and who, after graduation from the high school, are unable to give more than two years to their preparation. It comprises substantially the following subjects : —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization, and the school laws of Massachusetts.
2. Methods of teaching the following subjects : —
 - (a) English, — reading, language, rhetoric, composition, literature and history.
 - (b) Mathematics, — arithmetic, book-keeping, elementary algebra and geometry.
 - (c) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.
 - (d) Drawing, vocal music, physical culture and manual training.
3. Observation and practice in the training school, and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it.

The Advanced Course.

For some time it has seemed desirable that graduates from normal schools might be followed and supervised in their early teaching by the school from which they were graduated. By arrangement with the city of Fitchburg and the town of Leominster a limited number of the most promising graduates from the elementary course of the Fitchburg Normal School are given the opportunity to teach for a year at a fair salary and under the supervision of Normal School teachers, this teaching to be followed by a year of study at the Fitchburg Normal School.

Kindergarten Course.

The kindergarten course requires at least two years for its completion. In general, students would be required to complete the general two years' course before taking up the year of practical work with the children, and the theory and history of the kindergarten.

Candidates for admission to this course should not only be able to meet the requirements for admission to the general two years' course, but should also be able to sing and to play the piano.

Special One Year's Course for Teachers.

Teachers of considerable experience in teaching, who bring satisfactory testimonials, may, with the consent of the principal and of the Board of Visitors, select a course approved by the principal, from the general two years' course, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Candidates for this course are not required to take the regular entrance examination.

Special One Year's Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors,



NORMAL STUDENT'S FIRST TEACHING.

select from the general two years' course of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Candidates are admitted to this course without examination. Since the opening of the school, graduates of Dartmouth, Smith, Amherst and Boston University have taken the course wholly or in part.

As the course is now arranged, the college graduates teach forenoons in the Leominster High School, doing the same work, but somewhat less in amount, as any of the regular high school teachers. For example, one of these students teaches a class in Greek for five periods a week, German for four periods a week, geometry for three periods a week, and has charge of a room, where pupils are studying, for five periods a week.

The students in this course meet at the Normal School four afternoons a week for work in pedagogy, history of education, psychology and child study, with a special study of adolescence, and school hygiene. All this work is planned to bear directly upon high school teaching and to give as much assistance as possible in preparation for high school work. These students also meet at the Normal School Saturdays to listen to lectures by educational leaders and for teaching exercises.

The demand for college graduates with normal training, who have demonstrated their ability to teach, is much greater than the supply.

DESIGN OF THE SCHOOL AND GENERAL

PLAN OF WORK.

The State Board of Education declares: "The design of the normal schools is strictly professional; that is, to prepare, in the best possible manner, their pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and *third*, of right mental training."

Students entering the Normal School must be graduates of approved high schools, or have an equivalent education. They have, therefore, spent twelve or more years in the academic study of the subject-matter required to be taught in the public schools. For this reason, if for no other, the study of subjects for the purpose of storing up knowledge or as a means of mental discipline must in the normal school be secondary or incidental.

Though the work of the Normal School must be professional, — to develop the power to manage and to teach, — it does not follow that there may not be thereby a great gain in scholarship. The best way to fix knowledge is to teach others; and new facts and truths are more readily acquired and assimilated when necessity sends us in search of them. By making the work of this school strictly professional, much more of vital importance to teachers will be gained and nothing of scholarly attainment need be lost.

In brief outline, the plan of work at the Fitchburg Normal School is as follows: —

The entering class is divided into groups of from twelve to twenty. The members of each group are selected because of their fitness to work together.

The first four to six weeks after entrance are devoted to general class-room work, following which, a few weeks are spent in the study of the kindergarten.

About half of the morning session of each day is spent in observing the children and the teachers at work. In the afternoon the principal of the kindergarten meets the class, and explains, as fully as possible in the short time assigned to this work, the kindergarten principles.

The students also meet with the director of child study, who assists and guides them in observing the children.

This work in no way takes the place of or interferes with the regular kindergarten course.

From the kindergarten the divisions proceed to the first grade of the model schools and from thence on through the grades.

The periods for observation are so arranged as to cover the work of the children in all subjects, and also so as to come at different hours on successive days.



NATURE STUDY—NORMAL STUDENTS WITH CHILDREN
FROM MODEL SCHOOLS.

The observation is directed by the heads of the various departments, with whom the students meet regularly for discussion of the work observed and of courses of study and methods of teaching. When the students have studied all the grades in the manner described they will be familiar with courses of study now adopted in the best schools and with methods of teaching as exemplified by the work of the best teachers.

Side by side with the observation of the teaching in the various grades and the discussion and study of courses and methods, the study of children is pursued, under the guidance of the director of child study, so that courses and methods may be discussed and judged in terms of the child mind and its growth. It is hoped by this work to build up in the mind of the normal student ideas as clear and definite as may be of the kindergarten pupil, of the child of five, of six, of seven, of eight years of age, and so on up to the high school age; to render students familiar, through observation and study, with discovered laws of the physical and mental growth of children; to lead them to see and recognize different kinds and types of children; to help them notice and to teach them to interpret defects, physical and mental, and to show them how such defects may be remedied; to awaken in them sympathy and love for children, so that each student may, as far as possible for an adult, be able to put herself in the child's place, and to look at the teacher and the school from that point of view.

Following this work in observation is work in teaching in the respective grades. For example, the normal students, having observed a lesson in number in the first grade, are required to prepare the lesson which should follow, and a student whose plan has been accepted by the teacher in charge is asked to teach the class the next day. Of course this work in teaching does not come until the students are quite familiar with the work of the grade. As the work of the class proceeds through the grades, these exercises in preparation and in teaching are continued.

In April, following the admission of the student, she is assigned the room in the practice school in which she is to teach for fourteen weeks the following year.

From April till the close of her first year she spends one day each week at the practice school, studying the children she is to

teach, and preparing, under the direction of the supervisors of practice, for her special work.

While this work in observation and child study is progressing, the students have regular work in psychology and general pedagogy.

One-third of the second year is spent by the student in teaching under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school. *Each pupil, before receiving a diploma, not only shall have faithfully and honorably completed a full course of study in the normal school proper, but also shall have demonstrated in the practice school her ability to control and to teach.*

The remaining two-thirds of the second year are spent in the study of children, as a basis for a thesis to be prepared for graduation, in the study of biology and genetic psychology, history of education, physical culture, vocal culture, gymnastics and manual training, in collecting material for and performing simple graded experiments in physics and chemistry (such experiments as may be used in grades below the high school), in the study of English classics that may be read below the high school, of algebra and geometry for grammar grades, and in the study of nature. By nature study is meant, not simply or chiefly the scientific, technical study of animals, plants and forces. While recognizing the necessity and importance of this phase of nature study, the Fitchburg Normal School seeks especially to develop a love of nature. It believes that this can be brought about only through contact with nature; that those who develop and foster this love are they who are, as a recent writer has put it, "very constantly in the presence and company of nature. They not only seize, they make, opportunities for getting into the woods, for loitering in the fields, for exploring the streams, for walking across the country. . . . They constantly emphasize the world about them by constantly seeing it and meditating upon it; and so it comes to pass with them that the beautiful order of seasons, stars, flowers and verdure which surrounds us, and which most of us barely notice, becomes a constant companionship in their most secret thoughts and in their daily occupations."

FIELD WORK

SKETCHING AND BIRD STUDY



A large amount of field and experimental work is required, especially in geography, geology, other natural sciences and nature work. Pupils are not expected to get from books what they can without too great expense of time and effort get from nature herself.

To aid in the preparation of teaching exercises and for ready reference each pupil is supplied with a small consulting library, which she is to supplement by the school library and the Fitchburg public library. The following are the books in the consulting library furnished each member of the school:—

- Pith of Astronomy — Bayne.
- Physical Geography — Guyot.
- Complete Geography — Frye.
- Compend of Geology — LeConte.
- Tables for Determination of Common Minerals — Crosby.
- Common Minerals and Rocks — Crosby.
- Our Common Birds and how to Know them — Grant.
- Lessons in Botany — Gray.
- How to know the Wild Flowers — Dana.
- The Trees of North-eastern America — Newhall.
- The Shrubs of North-eastern America — Newhall.
- History of the United States — Fiske.
- Ancient History — Myers.
- Mediæval and Modern History — Myers.
- Civil Government in the United States — Fiske.
- An Outline of Lessons in Drawing for Rural Schools — Bailey and Sargent.
- English Literature Primer — Brooke.
- American Literature Primer — Watkins.
- English Grammar — Whitney and Lockwood.
- Practical Rhetoric — Genung.
- Classic Myths — Gayley.
- Academic Dictionary — Webster.
- Report of the Committee of Fifteen.
- The Public Statutes of Massachusetts relating to Public Instruction.
- Composition and Rhetoric — Williams.
- Teaching the Language Arts — Hinsdale.
- Foundation Studies in Literature — Mooney.
- Educational Ideal — Munroe.
- Psychology applied to Education — Compayre.
- Education — Spencer.
- Elementary Physical Geography — Redway.
- A Commercial Geography — Tilden.

General History — Sheldon.
English History — Montgomery.
Epochs of American History :
 The Colonies — Thwaites.
 Formation of the Union — Hart.
 Division and Reunion — Wilson.
Handbook of the Minnesota Child-Study Association.
Inductive Psychology — Kirkpatrick.
Method of the Recitation — McMurry.
Psychology in the Schoolroom — Dexter and Garlick.
Myths of Greece and Rome — Guerber.

LIBRARY AND READING ROOM.

Besides the above books, each student has access to the general library of about 3,000 volumes, exclusive of a large number of public reports and sample text-books. Sixty-seven of the leading educational periodicals and monthly magazines of the day are also kept on file.

UNIVERSITY LECTURES AT THE SCHOOL.

As far as possible the pupils are made acquainted with not only the ideas, but with the personalities of leading educators. In this connection a lecture upon some important educational topic by one who has made a special study of the subject has been given on each Saturday afternoon.

These lectures have not been given for the benefit of the students alone, but have been open to the teachers of the community and to all others interested. The attendance has often been such as to tax to the utmost the capacity of the hall.

Hon. J. D. Miller of the State Board of Education in his report for 1899, says of these lectures: "No other money expended by the State in connection with its Normal schools pays a better return as far as we may judge." In the *Journal of Education* for Jan. 24, 1901, Dr. A. E. Winship writes as follows: "They are styled University lectures, and are a professional uplift to the cities and towns within a range of twenty miles."

The following is a list of the lectures given at the school since its opening in September, 1895: —

THE KINDERGARTEN.



1895 — 1896.

- Mr. John T. Prince, Agent State Board Education — Comenius.
Mr. James W. MacDonald, Agent State Board Education — Habit.
Mr. George A. Walton, Agent State Board Education — School Management.
Mr. Henry T. Bailey, State Agent for the Promotion of Industrial Drawing — Our Architectural Inheritance.
Mr. A. W. Edson, Agent State Board Education — Training to think.
Mr. G. T. Fletcher, Agent State Board Education — Educational Conditions and Requirements.
Hon. Frank A. Hill, Secretary State Board Education — Horace Mann.
Mrs. Kate Tryon, Cambridge — Our Common Birds.
Supt. Joseph G. Edgerly, Fitchburg — Individuality.
Mrs. Kate Gannett Wells, Boston — Manners.
Miss Edith Barnes, Northboro — Common Birds.

1896 — 1897.

- Dr. G. R. W. Scott, Leominster — German University Life.
Hon. J. D. Miller, Leominster — Macbeth, and Irving's Interpretation of the Same.
Mr. John F. Howard, Boston (three readings) : —
 Macbeth.
 Midsummer Night's Dream.
 Hamlet.
Supt. Louis P. Nash, Holyoke — Literature and its Relation to the School.
Mrs. Kate Tryon, Cambridge (two lectures) : —
 American Writers on Nature.
 Days with the Birds.
Mr. Leon H. Vincent, Philadelphia (four lectures) : —
 Emerson.
 Thoreau.
 Lowell.
 Thackeray.
Supt. W. Scott Ward, Athol — Observation.
Supt. Flora E. Kendall, Athol — The Teacher of the Twentieth Century.
Supt. Lizzie A. Mason, Orange — School Discipline.
Mr. Will S. Monroe, Westfield (twelve lectures), Historical Pedagogy : —
 1. a. Purpose and Plan of Historical Pedagogy.
 b. Education in Antiquity.
 2. Education among the Greeks.
 3. Education at Ancient Rome.
 4. The Early Christian Schools.
 5. The Schools of Charlemagne.
 6. Rise of the Universities.
 7. The Teaching Orders.

8. Comenius and Modern Pedagogy.
 9. Pestalozzi and the Schools of the People.
 10. The Beginnings of American Education.
 11. Horace Mann, Henry Barnard and Wm. T. Harris.
 12. The Recent Educational Movement in France.
- Mr. Henry T. Bailey, State Agent for the Promotion of Industrial Drawing (two lectures) : —
- Drawing as a Culture Study.
 - How to read a Picture.
- Dr. G. Stanley Hall, Clark University — Practical Modifications now needed in our Public School System.
- Hon. Alfred S. Roe, Worcester (three lectures) : —
- Hearing a Pin drop.
 - School Diversions.
 - Speaking Pieces.
- Mrs. Adelaide F. Chase, Fitchburg — James Whitcomb Riley.
- Mrs. Alice Freeman Palmer, Cambridge — Present Duties to our Public Schools.
- Mr. L. Walter Sargent, Agent State Board Education — Norse Mythology.
- State Supt. N. C. Schaeffer, Pennsylvania — Thinking in Things and Symbols.
- Hon. J. D. Miller, Leominster (Graduation Address) — The Functions of the Normal School.
- 1897 — 1898.
- Miss Abby P. Churchill, Leominster — Posters.
- Supt. C. F. Carroll, Worcester — Physical Education.
- Supt. J. E. Burke, Lawrence — The Educational Outlook.
- Supt. William C. Bates, Fall River — What the Pupil taught the Teacher.
- Supt. Thomas M. Balliet, Springfield (three lectures) : —
- New Phases of Educational Thought.
 - Education of the Feelings.
 - Apperception.
- Prof. M. V. O'Shea, University of Wisconsin, Madison, Wis. — Some Applications of Modern Psychology and Child Study to the Training of Children and the Conduct of Life.
- Dr. A. E. Winship, Editor of the Journal of Education, Boston, Mass. — History and Geography — a Practical Talk on Correlation.
- Supt. S. T. Dutton, Brookline, Mass. — The School as a Social Institution.
- Supt. A. K. Whitcomb, Lowell, Mass. — Physical Defects of School Children.
- State Supt. W. W. Stetson, Maine — The Emotions as a Factor in Education.
- State Commissioner Thomas B. Stockwell, Rhode Island — Some Things we are in Danger of forgetting.
- State Supt. Fred Gowing, New Hampshire — The Pedagogical Problem.

THE PHYSICAL LECTURE ROOM.



Hon. Alfred S. Roe, Worcester (three lectures) : —

The Bradford Manuscript.

The Frigate Constitution.

The Old State House.

Mrs. Kate Gannett Wells, Boston — The Poems of Sidney Lanier.

Hon. Frank A. Hill, Sec'y State Board of Education — Teachers for the Times.

Hon. J. D. Miller, Leominster — The Scarlet Letter.

Miss Caroline A. French, Waltham — The Marble Faun.

Prof. Louis H. Galbreath, University of Buffalo — Child Study — its Purposes and Promises.

Supt. J. G. Edgerly, Fitchburg — Thoroughness.

Col. Francis Parker, Cook County Normal School, Illinois — The Child.

Rev. Abram Conklin, Fitchburg — A Walking Tour through England and Scotland.

Mrs. Olive Thorne Miller, Brooklyn, N. Y. (three lectures), Bird Study : —

1. The Finches.

2. The Thrushes.

3. Hints for observing and identifying.

Miss Lucy A. Denny, Belmont (ten lectures), Chalk Modelling.

Rev. Alexander McKenzie, Cambridge (Graduation Address).

1898 — 1899.

Mr. George H. Martin, Boston — The Artist and the Artisan.

Mr. William J. Mann, Worcester — American History.

Supt. I. Freeman Hall, North Adams — Unity of School Work.

Hon. Alfred S. Roe, Worcester (two lectures) : —

The Governors of Massachusetts.

The Passion Play.

Dr. Thomas H. Mann, Fitchburg — Personal Recollections of a Rebel Prison.

Rev. George R. Hewitt, Fitchburg — Robert Burns.

Mr. Henry T. Bailey, State Agent for the Promotion of Industrial Drawing — Constantinople.

Prof. John M. Tyler, Amherst College (twelve lectures), The Education of Mankind and of the Child in the Light of the Doctrine of Evolution : —

Introduction : The Teacher and the State.

The Theory of Evolution.

The Beginnings of Structure.

Worms and their Descendants.

Vertebrates : Backbone and Brain.

The Survival of the Fittest.

The Sequence of Function.

The Sequence of Motives.

Inherited Results of Experience.

Man and his Possibilities.

Nature Study in our Schools.

The Teacher's Problem.

Mr. Frank M. Chapman, Curator American Museum of Natural History,
Central Park, N. Y. — The Educational Value of Bird Study.

Secretary of State William M. Olin — Memorial Day Address.

State Auditor John W. Kimball — Memorial Day Address.

Prof. Edward Howard Griggs, Brooklyn, N. Y. (Graduation Address).

1899 — 1900.

Dr. William H. Burnham, Clark University (four lectures) : —

The Hygienic Aspects of Educational Principles and Methods.

Fatigue and Mental Hygiene.

Some Commonplaces in School Hygiene.

The Teaching Profession.

Prof. Earl Barnes, London, England — The Ideals of English Children
compared with those of American Children.

Prin. E. Harlow Russell, Worcester State Normal School — What is a
Child?

Prof. Louis C. Elson, Boston — History of National Music.

Mr. Edward Baxter Perry, Boston (pianoforte lecture) — Recital.

Mrs. F. H. Esters, Gardner — Musical Recital.

Dr. John Bascom, Williams College (six lectures), Sociology : —

Scope of Sociology.

Economics and Sociology.

Economics and Sociology.

Civics and Sociology.

Railroads.

Trusts.

Fitchburg Woman's Club — Musical Recital.

President G. Stanley Hall, Clark University, Worcester (six lectures),
Growth and Development of the Mind in the Light of Recent Re-
search : —

Recent Methods and Results in the Study of the Soul.

Genetic Psychology : Animals, Children, Races.

Health, Happiness and the Education of the Feelings:

Fear and Anger.

Sex in Education.

Religion and Science in their Relation to Education.

Henry T. Bailey, State Agent for the Promotion of Industrial Drawing —
A More Beautiful Fitchburg.

Henry A. Clapp, Boston (three lectures), Shakespearian Lecture-Read-
ings : —

Julius Cæsar.

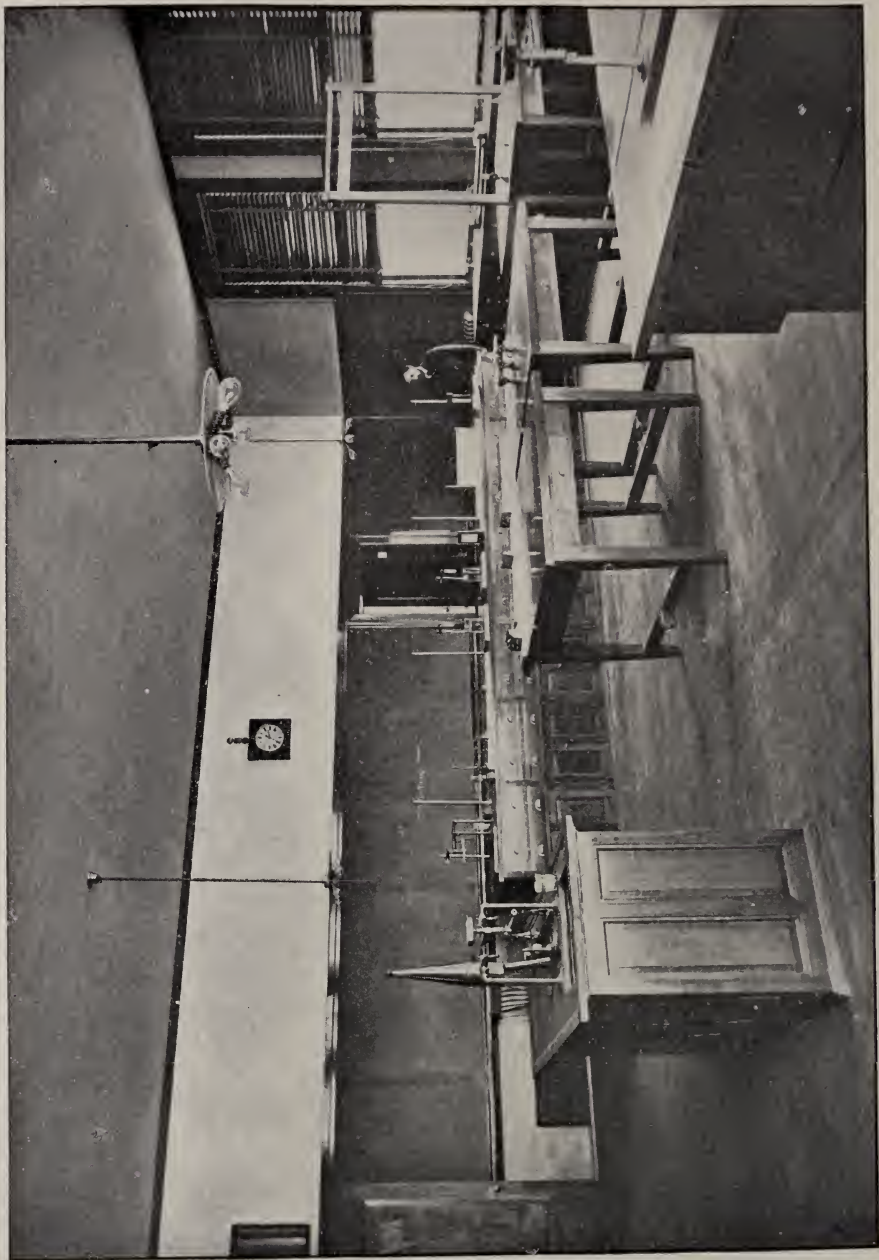
Twelfth Night.

Macbeth.

Mrs. Maud Conway Blanchard — Music of Tennyson.

Mr. Edwin D. Mead, Boston (Graduation Address) — The Larger Patriotism.

THE PHYSICAL LABORATORY.



The school was enabled to enjoy the concerts, pianoforte recitals, the musical lectures and the Shakespearian lecture-readings through the co-operation of the Fitchburg Woman's Club.

1900 — 1901.

Mr. Leon H. Vincent, Philadelphia, Pa. (four lectures) : —

Kings of the Pulpit in Colonial Days.

Benjamin Franklin as a Man of Letters.

American Humorists — Artemus Ward to Mark Twain.

Barrie and the New Scottish Fiction.

Prof. Hiram Corson, Cornell University (four lectures) : —

Culture of the Voice.

Lecture-Reading — "Saul."

The Rectification of the Intellect — Browning's Message in the Ring
and the Book.

What is Literature and what should a Literary Education signify?

Prof. John M. Tyler, Amherst College (two lectures) : —

A Natural Education.

Development.

Mrs. Alice Freeman Palmer, Cambridge — The Cambridge Poets.

Mr. Henry A. Clapp, Boston (two lectures), Shakespearian Lecture-Readings : —

Henry IV.

King Lear.

Prof. George H. Palmer, Harvard University (seven lectures), The Nature of Goodness : —

Goodness in General.

Self-Consciousness.

Self-Direction.

Self-Development.

Self-Sacrifice.

Ideals of Conduct.

Conclusion.

1901 — 1902.

Supt. Joseph G. Edgerly, Fitchburg (three lectures) : —

Individuality.

School Room Realities.

Suggestions relative to a Course of Study.

Prin. G. Preston Hitchcock, Fitchburg — The Value of Personality in Teaching.

Hon. J. D. Miller, Leominster — Suggestions to Teachers from my Experience as a Teacher.

Rev. Edward Cummings, Cambridge — The Failure of Self-Seeking.

Edward Howard Griggs, Montclair, N. J. (six lectures), Ethical Interpretations of Social Progress: —

Social and Personal Evolution.

The Dynamic Character of Personal Ideals.

The Content of the Ideal of Life.

Greek and Christian Ideals in Modern Civilization.

The Ethics of Social Reconstruction.

The New Social Ideal.

The Gounod Quartette, Fitchburg (Mrs. Wallace, Mrs. Jennison, Mrs. Faxon, Mrs. Young): —

Concert.

Edward Baxter Perry, Boston — Two Musical Recitals.

Prin. H. S. Cowell, Cushing Academy, Ashburnham — Children's Rights.

Supt. George E. Gay, Malden — The Paris Exposition.

Rev. Arthur W. Littlefield, Fitchburg — Browning's Saul.

Rev. Emmons Crocker, Fitchburg — The Art of Robert Browning.

Supt. Joseph G. Edgerly, Fitchburg (Graduation Address) — Every Day Problems.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. The Board of Education, at its meeting on March 7, 1901, adopted the following resolution: —

“That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools in order to determine whether they are free from any disease or infirmity which would render them unfit for the office of teacher, and also to examine any student at any time in the course to determine whether his physical condition is such as to warrant his continuance in school.”

They must present certificates of good moral standing, give evidence of good intellectual capacity (*records of their scholarship standing in the high schools are desired*) and be graduates of high schools whose courses of study have been approved by the Board of Education; or they must have received, to the satisfaction

of the principal and the Board of Visitors of the school, *the equivalent of a good high school education*. They must also declare their intention to complete the course of study in this school, if possible, and afterward to teach in the public schools of Massachusetts. The examinations for admission shall cover such elementary and high school subjects as may be determined by the Board.

Until further notice, the examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers with a maximum time allowance of eight hours*):—

1. *Languages*. — (a) English with its grammar and literature, and (b) one of the three languages, — Latin, French and German.

2. *Mathematics*. — (a) Arithmetic, (b) the elements of algebra, and (c) the elements of plane geometry.

3. *History and Geography*. — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences*. — (a) Physical geography, (b) physiology and hygiene, (c) physics, (d) botany, and (e) chemistry.

5. *Drawing and Music*. — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) musical notation.

A reasonable allowance for equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching is taken into account in the determination of equivalents.

Oral Examinations.

Candidates will be questioned orally, either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview

the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Note-books and exercises should be accompanied by a certificate from the teacher, declaring them to be the work of the student who presents them.

Candidates are requested to present at the time of examination a certificate of good moral character, a certificate of standing in scholarship and conduct in the high school, and a physician's certificate stating that the candidate is free from any disease or infirmity which would unfit him or her for the office of teacher.

It may be said, in general, that if the ordinary work of a good statutory high school, as defined by section 2, chapter 42 of the Revised Laws, is well done, a student should be able to meet the requirements of these examinations. *They cannot be too earnestly*

urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed in the admission requirements.

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners with their fitness.

PRELIMINARY EXAMINATION.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full : —

- | | |
|---------------------------|----------------|
| 2. Mathematics. | } See page 25. |
| 3. History and Geography. | |
| 4. Sciences. | |
| 5. Drawing and Music. | |

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows : —

_____ has been a pupil in the
_____ school for _____ years, and is,
in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof : —

Signature of principal or teacher, _____

Address, _____

2. The group known as *1. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *4. Sciences* should also be reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Divisions of the final or complete examinations between June and September is permissible; but it is important, both for the normal school and for the candidate, that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

SPECIAL DIRECTIONS.

1. Languages.

(a) *English*.—The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While candidates are strongly advised to study, either in school or out, *all* the works given in this plan, the topics and questions will be so prepared, until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading (or a bare majority of them) and *half* of the works assigned for study and practice, the selection to be at the candidate's option or that of the school which he attends.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement and marked accordingly.

1. *Reading and Practice*.—A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of

examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be : —

1902. — Shakespeare's *Merchant of Venice*; Pope's *Iliad*; Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

1903, 1904 and 1905. — Shakespeare's *Merchant of Venice* and *Julius Cæsar*; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be : —

1902, 1903, 1904 and 1905. — Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

In addition, the candidate may be required to answer questions

involving the essentials of English grammar, and questions on the leading facts of those periods of English literary history to which the prescribed works belong.

(b) *One only of the three languages, Latin, French and German.* — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. Candidates are earnestly advised to study *Latin* and either *French* or *German*.

2. Mathematics.

(a) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(b) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(c) *Geometry.* — The elements of plane geometry, as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

3. History and Geography.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

4. Sciences.

(a) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(b) *Physiology and Hygiene.*—The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(c), (d) and (e) *Physics, Chemistry and Botany.*—The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

5. Drawing and Music.

(a) *Drawing.*—Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.*—The elementary principle of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

TIMES OF EXAMINATION.

The first examination in 1902 will be held at 9 A.M., on Thursday and Friday, June 26 and June 27, at the normal school.

The second examination in 1902 will be held at 9 A.M., on Tuesday and Wednesday, September 9 and September 10, at the normal school.

Candidates are advised to present themselves, if possible, at the first examination.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and as the studies of the course are arranged progressively from that time, it is important that students should present them-

selves then for duty. In individual cases and for strong reasons, exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

DIPLOMAS AND CERTIFICATES.

It is impossible in the limited time spent in the practice school to give pupils special and continued training in more than one grade. Although the work in the normal school proper and the observation in the model schools bear upon all grades, yet, in general, graduates of the school are better fitted to take up for their first teaching after graduation the work of the grade, or of about the grade, in which they have been specially trained. For the benefit of superintendents and school committees, the principal gives with each diploma a certificate stating the grade in which the graduate has had special training, and giving a careful estimate of the kind of work in which, and the conditions under which, the holder is likely to achieve the greatest success.

GENERAL INFORMATION.

Tuition is free to all residents of Massachusetts. Non-residents of the State who attend from and after the beginning of the autumn session of 1901 will be required to pay at the beginning of each half-year session the sum of twenty-five dollars to the principal for the use of the school.

Text books and reference books are loaned to the students free of charge.

Season tickets, at greatly reduced rates, can be obtained from any of the railroads entering Fitchburg.

Board and rooms within a short distance of the normal school can be secured at reasonable rates.

A *lunch room* has been fitted up in the normal school building for the benefit of students who come to school each day by railroads or by electric cars. Here they can obtain at cost complete dinners, or supplement their own lunch with hot cocoa, coffee, soup, bread, fruit, pie, etc.

State aid to a limited extent may be granted to students, after they have been in attendance for at least one term. Applications for this aid are to be made to the principal in writing, accompanied by a certificate from a person competent to testify, stating that the applicant needs the aid. Such aid is not furnished pupils whose homes are in Fitchburg or to students from outside the State.

Eight scholarships in the scientific department of Harvard University are available for graduates of the State normal schools. Each scholarship covers the annual expense for tuition, — one hundred and fifty dollars. Scholarships are given for the first year upon the recommendation of the normal school principals. They may be annually renewed on the recommendation of the faculty of the scientific department at Harvard.

Parents and friends of pupils and all others who are interested in our work are cordially invited to visit and inspect the school.

For catalogues, specimen examination questions for admission and such additional information as may be sought, address the principal at Fitchburg.

GIFTS TO THE SCHOOL.

The four graduating classes and the Alumni Association have shown their appreciation of what the school has done for them by starting a collection of pictures and casts in the normal school building.

The public has also contributed generously, in 1897, when a picture fund was raised for the Day street practice school, and again in 1900, when a course of four lectures was given for the purpose of raising money to purchase casts and pictures for the new model and practice school.

Through the courtesy of Hon. George W. Weymouth, Secretary Frank A. Hill, City Clerk Walter A. Davis and others, several government, state and city publications, not mentioned below, have been received.

The following is a list of gifts received by the school during the past six years : —

- Rubber plant — Mrs. Effie M. V. Hartwell.
Rubber plant — Mr. John F. Wood.
Banana plant — Mr. John F. Wood.
Fern — Members of Class of 1902.
Flower Fund started by Advanced Class, 1900.
Palms — Martin Sanderson.
Mounted specimen (red-tailed hawk) — C. S. Alexander.
Mounted specimen (snowy owl) — F. L. Cumings and Leander Cumings.
Specimens of the Gypsy Moth — Temple A. Winsloe.
One hundred specimens Indian butterflies — Secretary Frank A. Hill,
Prin. H. Godfree, St. Paul's School, Darjeeling, India.
Cast, four panels (The Singing Boys), Raphaël — First Class, Elementary
Course.
Busts (Goethe, Vergil, Homer, Dante, Shakespeare) — Second Class,
Elementary course.
Busts (Milton, Horace Mann) — First Class, Advanced Class.
Casts, The Chariot Race (from the Parthenon frieze), eight panels, —
Third and Fourth Classes, Elementary Course.
The Sistine Madonna, Raphaël — Alumni Association, 1899.
Children of the Shell, Murillo — Alumni Association, 1900.
Busts (Diana, Apollo) — Normal School Faculty.
Statue (Venus) — Normal School Faculty.
\$297.62, amount subscribed in 1897 as a picture fund for the Day street
school.
\$140.08, net proceeds from the Vincent lecture course (1900) for the
benefit of a picture fund for the new model and practice school.
Historic Letters from the collection of the West Chester, Pa. Normal
School — Miss Elizabeth D. Perry.
Prominent Men of New Hampshire — Charles Baker, Esq.
Volunteers of Massachusetts, '61 to '65 (two vol.) — Martin Sanderson.
Fitchburg Pioneers in Kansas, 1854-1895.
The Verse Writers of Fitchburg, past and present.
The Evolution of the Fitchburg High School, The First Half Century of
High Schools in Fitchburg, 1830-1880 — Mr. Henry A. Goodrich.
Topographical Maps (U. S. Geological maps) — Hon. George W.
Weymouth.
Old Records of the Town of Fitchburgh, 1764-1789 — Mr. Walter A. Davis.
The Night Watch, Rembrandt — Fifth Class, 1901.
The Shepherdess, Millet — Alumni Association, 1901.
The Willows, Corot — Alumni Association, 1901.
Stone and Mortar from the Fortifications of Quebec — Mr. George H.
Chandler.
Mineral specimens and other minor gifts have been received from time to
time.

Names of Students, 1901-'02.

Elementary Course.

SECOND CLASS.

Hubbard, Luna B. Leominster.

FIFTH CLASS.

Connor, Annie F. Fitchburg.
 Finnerty, Annie F. Clinton.
 Gowell, Effie P. Brandon, Vt.
 Peter, Helene F. Fitchburg.
 Ryan, Mary G. Fitchburg.

SIXTH CLASS.

Bennett, Ellen E. Warwick.
 Burditt, Edith L. Leominster.
 Butler, Mary R. Fitchburg.
 Byron, Mary R. Gardner.
 Chadwick, Mabel A. Leominster.
 Clarke, Adabelle P. Townsend.
 Coleman, Ella E. Gardner.
 Conant, Winifred L. Bath, N. H.
 Dolan, Mary N. Leominster.
 Douglas, Myrtie I. Gardner.
 Downing, Grace E. Ayer.
 Foster, Emma I. Fitchburg.
 Fuller, Elsie L. Fitchburg.
 Glynn, Ellen F. Lancaster.
 Kendall, Lucie Gardner.
 Kniveton, Marie A. Greenville, N. H.
 Knowland, Nellie M. Tully.
 Lavers, Carrie L. Westminster.
 Lawless, Mary I. Leominster.
 Lewis, Nelsia E. Lunenburg.
 Lindsay, Florence C. Leominster.
 Lovering, Lovina M. Leominster.
 Lovering, Mabel L. Leominster.
 Mahaney, Elizabeth V. Belmont.

McCarty, Katherine M.	Fitchburg.
McCormick, Mary F.	Fitchburg.
McGrath, Ellen G.	Fitchburg.
O'Donnell, Mary A.	Gardner.
Railey, Katherine E.	Leominster.
Roy, Goldie C.	Watertown.
Sands, Marian A.	Fitchburg.
Sheehan, Elizabeth A.	Fitchburg.
Slattery, Annie F.	Fitchburg.
Slattery, J. Florence	Fitchburg.
Smith, Margaret A.	Clinton.
Stevens, Gertrude A.	East Pepperell.
Sweeney, Ellen H.	Fitchburg.
Taft, Eleanor M.	Fitchburg.
Tower, May E.	Townsend.
Ward, Sfa M.	So. Royalton, Vt.
Waters, Catherine M.	Fitchburg.
Whelan, Margaret F.	Lancaster.
Wooldredge, Hattie E.	Lunenburg.

SEVENTH CLASS.

Babb, Tutie E.	Fitchburg.
Clark, Elinor W.	Ayer.
Cummings, Hazel M.	Baldwinville.
Donald, Helen M.	Clinton.
Feely, Katherine B.	Otter River.
Field, Bertha M.	Fitchburg.
French, Katherine C.	Fitchburg.
Goding, Bertha M.	Ayer.
Higgins, Catherine J.	Leominster.
Hills, Ethel C.	Leominster.
Horton, Jean C.	Fitchburg.
Howe, Helen E.	Leominster.
Kilbourn, Albert S.	Townsend.
Kilburn, Bessie	Lunenburg.
Lancey, Ava L.	Lunenburg.
Lowe, Marian A.	Fitchburg.
Marsh, Olive F.	Westminster.
Mann, Amy	Sterling.
McCaffrey, Florence G.	Clinton.
Murray, Annie E.	South Lancaster.
Peabody, Ella F.	Lunenburg.
Priest, Maud B.	West Acton.
Robertson, Grace M.	Kinooski, Vt.

Graduates of First Class.

Advanced Course.

Bacon, Sarah M.	Fitchburg.
Teaching, Fitchburg.	
Burns, Clara A. M.	Ayer.
Teaching, Ayer.	
Hopkins, Edith M.	Fitchburg.
Teaching, Fitchburg.	
Horton, C. Blanche	Lancaster.
Teaching, Brockton.	
Jones, Nan. T.	Fitchburg.
Teaching, Quincy.	
Lee, Mary A.	Fitchburg.
Teaching, Fitchburg.	
Lewis, Rolina H.	Leominster.
Mrs. Robert L. Page.	
Lincoln, Mary A.	Leominster.
Teaching, Newton.	
McGrath, Mary G.	Fitchburg.
Teaching, Leominster.	
Monahan, Jane E.	Orange.
Teaching, Montague City.	
Sheehan, Mary F.	Fitchburg.
Teaching, Fitchburg.	

Kindergarten Course.

Jubb, Georgiana H.	Fitchburg.
Kindergarten Assistant at State Normal School, Fitchburg.	

Elementary Course.

Ahern, Lorena S.	Athol.
Teaching, Athol.	
Bradford, Helen L.	South Acton.
Teaching, Roxbury.	
Brody, Anna M.	Buffalo, N. Y.
Mrs. Patrick V. Carroll.	
Chute, Josephine W.	Leominster.
Supervisor of Drawing, Greenfield.	

Davis, Bessie C.	Fitchburg.
Day, Florence	Fitchburg.
	Teaching, Fitchburg.
Donnelly, Margaret M.	Fitchburg.
	Teaching, Fitchburg.
Eaton, Alice L.	Woodstock, Vt.
	Teaching, Woodstock, Vt.
Edgecomb, Eda F.	Leominster.
	Teaching, Leominster.
Fairbanks, Florence L.	Fitchburg.
	Teaching, Oak Park, Ill.
Goodfellow, Florence E.	Fitchburg.
	Teaching, Boxborough.
Goodfellow, Maud A.	Fitchburg.
	Clerk at State Normal School, Fitchburg.
Gorman, Alice M.	Gardner.
	Teaching, Gardner.
Hackett, May A.	Buffalo, N. Y.
	Mrs. George L. Gane.
Hanigan, Helena K.	Fitchburg.
	Student, Radcliffe College.
Hayes, Mary A.	Fitchburg.
	Teaching, Fitchburg.
Jefts, Ruth M.	Fitchburg.
	Teaching, Fitchburg.
Keith, Erminnie I.	Northfield.
	Mrs. Herbert Piper.
Kilburn, Frances O.	Sterling.
Kinsman, S. Isadora	Fitchburg.
Kirby, Annie K.	Fitchburg.
	Teaching, Fitchburg.
McNiff, Abbie M.	Littleton.
	Teaching, Shirley.
Needham, Mary E.	Ashburnham.
	Teaching, Ashburnham.
Pettigrew, Annie W.	Maynard.
	Teaching, Maynard.
Priest, Martha C.	Fitchburg.
	Mrs. Lewis S. Lawrence.
Sawyer, Neva E.	Groton.
	Mrs. Fred H. Chapman.
Shannon, Mary L.	Fitchburg.
	Teaching, Fitchburg.
Sheehan, H. Josephine	Fitchburg.
	Teaching, Fitchburg.
Sprague, L. Gertrude	Westminster.
Willard, Lottie J.	Ashburnham.
	Teaching, Northbridge.

Graduates of Second Class.

Advanced Course.

Davis, Edith L.	Fitchburg.
Teaching, Athol.	
Haskins, Adelberta A.	Fitchburg.
Teaching, Belmont.	
Keough, Florence A.	Fitchburg.
Teaching, Fitchburg.	
Kingsbury, Mabel L.	Sterling.
Teaching, Stafford Springs, Conn.	
Libby, Annie L.	Fitchburg.
Teaching, Quincy.	
Lowe, Florence J.	Fitchburg.
Teaching, Montclair, N. J.	
Morse, Pearle E.	Gardner.
Teaching, Chicopee.	
Russell, Lillian M.	Fitchburg.
Teaching, Fitchburg.	
Shafter, Hattie L.	Littleton.
Teaching, New Bedford Training School.	
Storer, Sybil B.	Fitchburg.
Teaching, Concord.	
Thompson, Margaret V.	Waukegan, Ill.

Elementary Course.

Andrews, Frank A.	Fitchburg.
Teaching, Highland Military Academy, Worcester.	
Call, Mary L.	Gardner.
Teaching, Gardner.	
Carr, Amy H.	Orange.
Mrs. Arthur M. Bennett.	
Connell, Margaret M.	Concord.
Teaching, Northboro.	
Day, Cora A.	Fitchburg.
Teaching, Hopedale.	
Dickey, Marie J.	Alstead, N. H.
Teaching, Belmont.	

Dudley, Blanche E.	Teaching, East Pepperell.	Fitchburg.
Finnegan, Mary L.	Teaching, Fitchburg.	Fitchburg.
Goodnow, Alice V.		Athol.
Greenlaw, Hattie A.	Teaching, Athol.	Leominster
Hamilton, Mabel E.	Teaching, Winchendon.	Baldwinville.
Hare, Mary T.	Teaching, Gardner.	Otter River.
Helsher, Ragna K.	Teaching, Chicopee.	Concord.
Hughes, Emma J.	Teaching, Bedford.	Bedford.
Johnson, May	Teaching, New Bedford Training School.	Westminster.
Kendall, Nina E.	Mrs. Arthur P. Blood.	Fitchburg.
Larrabee, Effie B.	Mrs. Guy Wolcott.	Gill.
Miller, Florence M.	Instructor at State Normal School, Fitchburg.	Leominster.
Moriarty, Mary E.	Teaching, Maynard.	Marlborough.
Noonan, Alice T.		Fitchburg.
Ross, Amy L.	Mrs. Homer Waldron.	Boston.
Smith, N. Bernice		Ayer.
Stowell, Jennie E.	Teaching, Westford.	South Acton.
Thompson, Minerva C.	Teaching, Highlandville.	Waukegan, Ill.
Walker, Zoé	Teaching, Gardner.	Gardner.

Graduates of Third Class.

Advanced Course.

Austin, Ethel L.	. . . . .	Springfield.
	Mrs. Robert J. Kernon.	
Carey, Martha C.	. . . . .	Fitchburg.
	Teaching, Fitchburg.	
Conrad, Margarite A.	. . . . .	Fitchburg.
Gilles, Katherine S.	. . . . .	Fitchburg.
	Teaching, Webster.	
Hapgood, Edith D.	. . . . .	Keene, N. H.
	Teaching, Montclair, N. J.	
Littlehale, Della L.	. . . . .	Fitchburg.
	Teaching, Fitchburg.	
Newton, Anna E.	. . . . .	Winchendon.
	Teaching, Winchendon.	
Phillips, Grace B.	. . . . .	Fitchburg.
	Teaching, Fitchburg.	
Sherwin, Bertha L.	. . . . .	Fitchburg.
	Teaching, Springfield.	
Willard, Bertha M.	. . . . .	Leominster.
	Teaching, Norwood.	
Wood, Susie	. . . . .	Westvale.
	Teaching, Concord.	

Elementary Course.

Byron, Margaret P.	. . . . .	Gardner.
	Teaching, Gardner.	
Carter, A. Ethel	. . . . .	Bedford.
	Teaching, Westminster.	
Currier, Edith A.	. . . . .	Hyde Park.
Dunn, Mary A.	. . . . .	Fitchburg.
	Teaching, Lunenburg.	
Ferson, Aimee C.	. . . . .	Fitchburg.
	Teaching, Winchendon.	

Gallagher, May A.	. . . . .	Leominster.
	Teaching, Leominster.	
Goodhue, Mabelle F.	. . . . .	Leominster.
	Teaching, Leominster.	
King, Lena E.	. . . . .	Fitchburg.
May, Nellie C.	. . . . .	Maynard.
	Teaching, Maynard.	
McIntyre, Annette O.	. . . . .	Gardner.
	Advanced Course, State Normal School, Fitchburg.	
Neary, Katherine	. . . . .	Southborough.
	Teaching, Millbury.	
Nourse, Fidelia E.	. . . . .	Bolton.
	Advanced Course, State Normal School, Fitchburg.	
Robinson, Carolyn	. . . . .	Ayer.
	Advanced Course, State Normal School, Fitchburg.	

Graduates of Fourth Class.

Elementary Course.

Baldwin, Rose M.	North Brookfield.
Teaching, Winchendon.	
Beer, Annie M.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Belding, Florence A.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Brooks, Clara L.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Burns, Marietta C.	Ayer.
Advanced Course, State Normal School, Fitchburg.	
Burns, Mary E.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Coleman, Ethel R.	Gardner.
Teaching, Athol.	
Fairbank, Elva M.	Gardner.
Mrs. Clifford W. Shippee.	
Farnsworth, Grace L.	Still River.
Teaching, Stoughton.	
Gallagher, Esther G.	Clinton.
Teaching, Clinton.	
Hunter, Lou Ella	South Ashburnham.
Teaching, East Templeton.	
Jaquith, Bertha H.	Peterboro, N. H.
Advanced Course, State Normal School, Fitchburg.	
McNamara, James M.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Mossman, Nettie R.	Westminster.
Advanced Course, State Normal School, Fitchburg.	
Murnane, Margaret M.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Murphy, Annie E.	Maynard.
Teaching, Maynard.	
Ogilvie, Florence E.	Gardner.
Advanced Course, State Normal School, Fitchburg.	
Ogilvie, Jessie G.	Gardner.
Advanced Course, State Normal School, Fitchburg.	

O'Reilly, Sara C.	.	.	.	.	.	.	.	Clinton.
								Teaching, Clinton.
Phelan, Elizabeth B.	.	.	.	.	.	.	.	Fitchburg.
Pingry, Eunice E.	.	.	.	.	.	.	.	West Townsend.
								Mrs. Wilbur L. Bruce.
Richardson, Marcia I.	.	.	.	.	.	.	.	Fitchburg.
								Advanced Course, State Normal School, Fitchburg.
Shattuck, Frederic A.	.	.	.	.	.	.	.	Fitchburg.
								Teaching, Phillipine Islands.
Thornton, Grace M.	.	.	.	.	.	.	.	Lawrence.
								Advanced Course, State Normal School, Fitchburg.
Washburn, Annie T.	.	.	.	.	.	.	.	Peterboro, N. H.
								Advanced Course, State Normal School, Fitchburg.

Graduates of Fifth Class.

Elementary Course.

Burke, Catherine A.	Clinton.
Burns, Ethel C.	Leominster.
Teaching, Gill.	
Colby, Florence P.	Gardner.
Davis, Mary A.	Clinton.
Teaching, Gill.	
Devlin, Agnes C.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Fletcher, Genie E.	South Acton.
Advanced Course, State Normal School, Fitchburg.	
Foster, Myrtle D.	Leominster.
Advanced Course, State Normal School, Fitchburg.	
Gowell, Effie P.	Bradford, N. H.
Teaching, Northfield.	
Hale, Florence M.	Athol.
Advanced Course, State Normal School, Fitchburg.	
Hill, Grace	Gardner.
Teaching, Gardner.	
Jefts, Hattie L.	Marlow, N. H.
Teaching, Winchendon.	
Lane, Alice M.	Leominster.
Luscombe, Alma P.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
Luscombe, Mary E.	Fitchburg.
Advanced Course, State Normal School, Fitchburg.	
McIntyre, Gertrude A.	Clinton.
Mulkeen, Josephine M.	Woburn.
Mulkeen, Margrette F.	Woburn.
O'Toole, Eleanor T.	Clinton.
Piper, Ruth L.	South Acton.
Advanced Course, State Normal School, Fitchburg.	
Walker, A. Adele	Rutland, Vt.
Advanced Course, State Normal School, Fitchburg.	
Wilson, Georgia B.	Leominster.
Advanced Course, State Normal School, Fitchburg.	

List of Students receiving Certificates for One Year's Work.

CLASS OF 1897.

Allen, Florence E.	. . . . .	Leominster.
	Teaching, Leominster.	
Coburn, Elinor L.	. . . . .	Methuen.
	Teaching, Methuen.	
Dacey, M. Alice	. . . . .	Leominster.
	Teaching, Leominster.	
Hartwell, Ida A.	. . . . .	South Lancaster.
	Teaching, Shirley.	
Mansise, Grace E.	. . . . .	Lawrence.
	Mrs. Arthur J. Lamere, Fitchburg.	
Phillips, Lillian A.	. . . . .	Fitchburg.
	Student, Normal Art School, Boston.	
Railey, Mattie F.	. . . . .	Leominster.
	Mrs. Austin Blood, Teaching, Leominster.	
Richardson, Lillian F.	. . . . .	South Acton.
	Teaching, Ayer.	
Rockwood, Emma D.	. . . . .	Leominster.
	Teaching, Leominster.	
Sherwin, Hattie D.	. . . . .	Leominster.
	Teaching, Leominster.	
Stone, Effie A.	. . . . .	Fitchburg.

CLASS OF 1898.

Bates, Corabelle H.	. . . . .	Leominster.
	Teaching, Cambridge.	
Bemis, Mary E.	. . . . .	Lancaster.
	Teaching, Winchester, N. H.	
Billings, Carrie F.	. . . . .	Leominster.
	Mrs. Erle Warner, Fitchburg.	
Carpenter, Annie E.	. . . . .	Winchendon.
	Mrs. Louis E. Freshour, Greenfield.	
Foster, Nellie L.	. . . . .	Ashby.
	Teaching, New Bedford.	
Laythe, Julia I.	. . . . .	Sterling.
	Teaching, Northfield.	

McIntire, Elva L.	Leominster.
Teaching, Ashburnham.	
Rugg, Harriet A.	Leominster.
Teaching, Howard Seminary, West Bridgewater.	

CLASS OF 1899.

Williams, Mrs. Eva Louise	Gardner.
Teaching, Gardner.	

CLASS OF 1900.

Greene, Mrs. Abby W.	Harvard.
Teaching, Harvard.	

CLASS OF 1901.

Bagster, Celia S.	Harvard.
Teaching, Harvard.	
Davidson, Alice	North Amherst.
Teaching, Belmont.	
Davis, Clara E.	South Royalton, Vt.
Teaching, Leominster.	
Martini, Frieda L.	Fitchburg.
Winchester, Edith M.	Keene, N. H.

SUMMARY.

Whole number of students from the opening of the school	367
Whole number of graduates, elementary course	148
Whole number of graduates, advanced course	33
Whole number of graduates, kindergarten course	1
Number receiving certificates for one year's work	26
Number of students in attendance, 1901-1902	129
Including: —	
Advanced course	26
Elementary course	80
Teachers' course	12
College course	4
Special students	7
Number of pupils in attendance in the model and practice schools, 1901-1902	785

Certificate Required for Admission to a Preliminary Examination.

_____ 1902.

_____ has been a pupil in the
_____ School for three years, and is, in my judgment,
prepared to pass the normal school preliminary examination in the following
group, or groups of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY that M. _____
is a regular graduate of a four years' course of the _____
_____ High School, and that, to the best of my knowledge
and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1902.

